

English Pedagogy(CTET)

MUST WATCH! VIDEO

**COMPLETE ENGLISH
PEDAGOGY**

IN ONE VIDEO

English Pedagogy NOTES



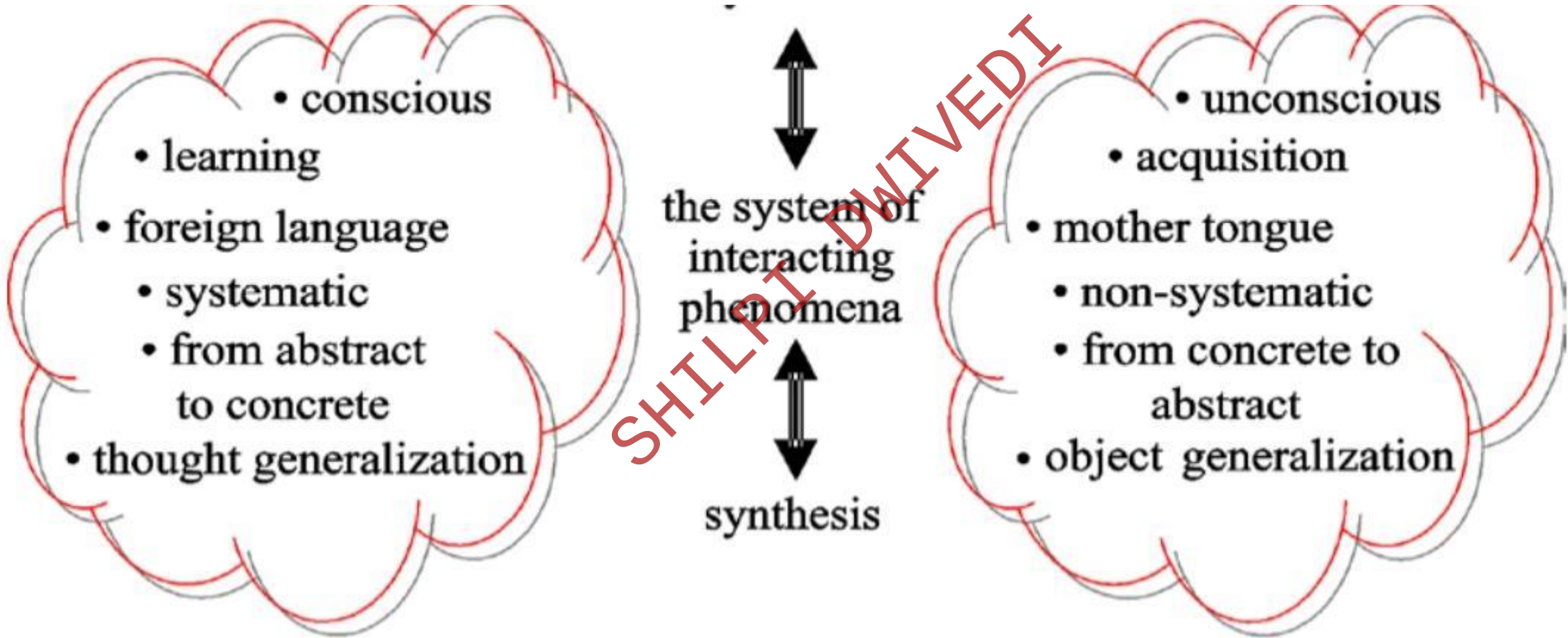
Nature and characteristics of Language

- 1. Language is Arbitrary**
- 2. Language is Social**
- 3. Language is Systematic**
- 4. Language is Vocal, Verbal and Sound**
- 5. Language is Non-Instinctive,
Conventional**
- 6. Language is Productive and Creative**
- 7. Language is a System of
Communication**
- 8. Language is Human and Structurally
Complex**



Language Learning

Language Acquisition



Short points (Language Skills)

1. The four basic language skills are **listening-speaking-reading-writing**.
2. These foundational skills of language are divided into two categories which are **receptive and productive skills**.
3. In order to provide more focused and significant learning situations, teachers must integrate the four language skills while teaching and practicing the language.
4. The goal of language learning is communication competence and the child who learns the basic skills of a language is able to develop real communication in a natural setting environment.
5. The teacher must **create opportunities to use** the language for communication among learners to develop their fluency in English.
6. This can be done by conducting several language-based activities such as discussions, drama, dialogues, conversations, debates, questionnaires, etc.

The study of a language has four aspects

1. The Phonetic aspect = deals with the spelling and pronunciation of words. (Speaking)
2. The Graphic aspect = deals with the written form of a language. (Writing)
3. The Phonetic – Cum – Graphic aspect = deals with the Reading of the language. (Reading)
4. Semantic aspect deals with ‘Comprehension’.(Listening)

LANGUAGE SKILLS

RECEPTIVE SKILLS	PRODUCTIVE SKILLS
• Listening • Reading	• Speaking • Writing

Listening Skills

- “Listening is the process of receiving, constructing meaning from, and responding to spoken.

2.Process of Listening



Stage 1
Receiving



Stage 2
Understanding



Stage 2
Remembering



Stage 2
Evaluating



Stage 5
Feedback

4. Basic Types of Listening

- Active listening
- Selective listening
- Emphatic listening

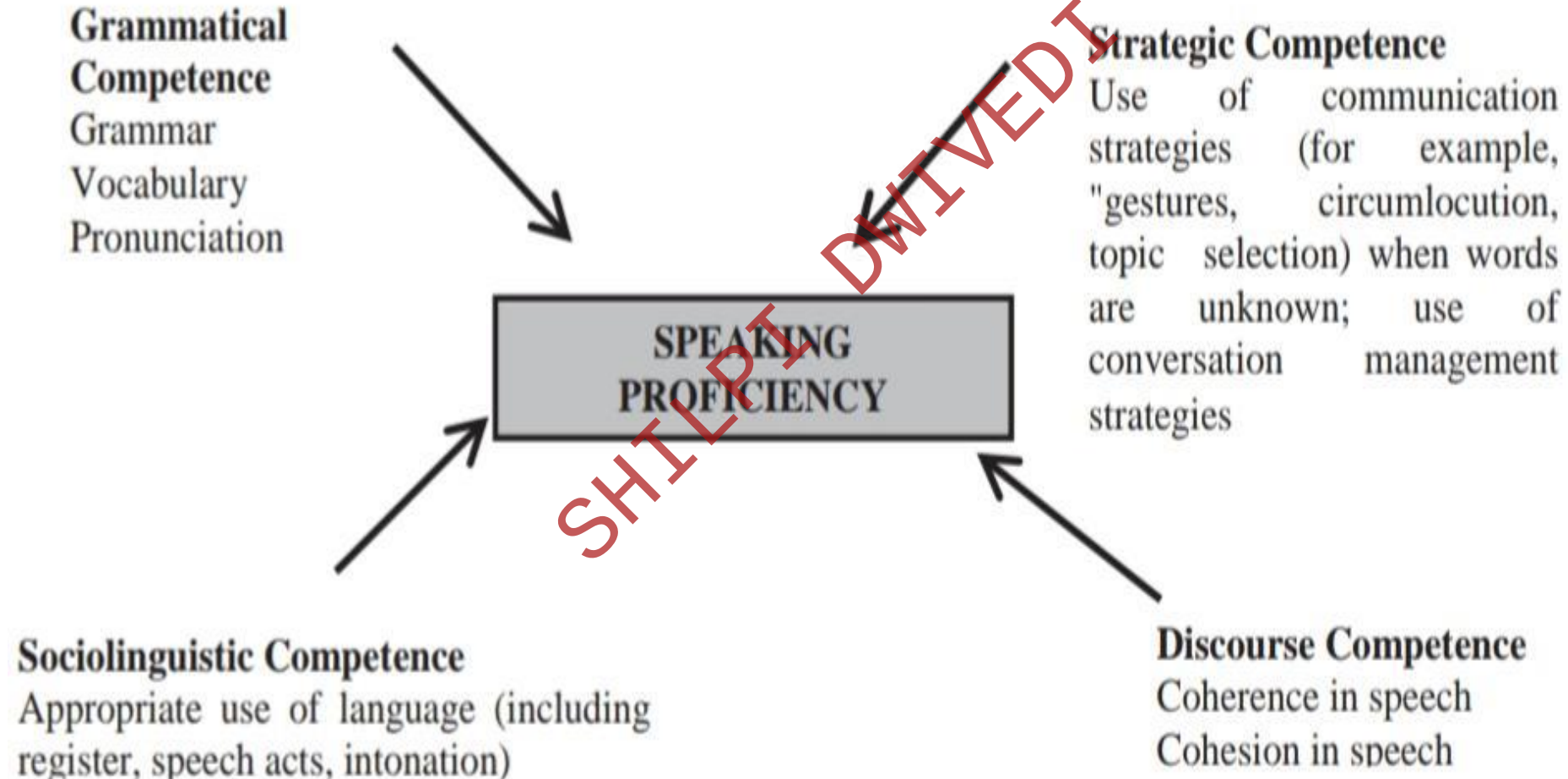
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Four Types of Listening

Type of Listening	Def/Example
Appreciative Listening	Listen for enjoyment; music, comedy, entertaining speech
Empathic Listening	Listen to provide emotional support; psychiatrist or friend listening to our problems and offering guidance
Comprehensive Listening	Listen to understand a speaker's message; listening to a teacher's lecture, listen to directions
Critical Listening	Listening to evaluate a message for the purpose of accepting or rejecting it; listening to a sales pitch or campaign speech

Speaking Skills

Speaking: It is a more complex skill than listening



Activities to develop speaking

1. Using Stories: Story telling has a special role to play in developing oral skills.
2. Theme Pictures
3. Picture Composition:
4. Participating in a Discussion
5. Class Debate:
6. Role Playing:
7. Radio Show, Audio tape recorder, linguaphone, gramophone etc

Reading

Reading can be defined as the **ability to make sense of written or printed words.**

DIFFERENT TYPES OF READING

EXTENSIVE READING:

- **Reading For relaxation, fun, enjoyment and pleasure.**
- **Non detailed reading**
- **This reading helps you understand words in context and enriches your vocabulary.**
- **Example – Newspaper, Novel, Short story, comics reading.**

- **INTENSIVE READING:**

1. LEARNERS ARE SUPPOSED TO READ THE SHORT TEXT CAREFULLY AND **DEEPLY** SO AS TO GAIN MAXIMUM UNDERSTANDING.
2. READING OF **TEXTBOOKS**.
3. LEARNERS READ THE TEXT WITH CONCENTRATION AND DUE CARE, IN DETAIL, AS IT HAS CERTAIN LEARNING AIMS AND TASKS
4. ALSO CALLED – DETAILED READING.
5. LEARN NEW VOCABULARY WORDS
6. GAIN A DEEPER UNDERSTANDING OF GRAMMAR
7. EXPLORE SYNTAX AND SENTENCE STRUCTURE
8. BETTER UNDERSTAND THE LANGUAGE
9. GROW YOUR ABILITIES TO READ IN YOUR TARGET LANGUAGE



Parameter of Comparison	Skimming	Scanning
Objective	A quick read through to get a bird's eye view of the content.	Thorough lookout for specific information.
Purpose	It gives an idea of what is a full text about	It helps to find specific information in the text.
Technique	It includes reading, introduction, conclusion, headings and subheadings	It is looking over the whole text to find particular information.
Benefits	A reader can read the maximum text in a limited period	To find the required information
Usage	To decide whether to read fully or not which they are not familiar with.	More concerned with the form of the word because they know what they are looking for

Loud Reading

- **Advantages**

- Students learn the proper method of reading.
- Students develop the skills of speech and giving lectures.
- The mistakes related to pronunciation can be corrected.
- It trains various sensory organs such as eyes, ears, mouth etc.
- Students learn by imitation, which is a natural method of learning.

Silent Reading

- **Aims of Silent Reading**
- To enable students to read without making sounds and moving lips, so that they may not disturb others.
- To enable students to read with ease, speed and fluency.
- To make students read with comprehension.
- To get the students, vocabulary expanded.

Sub-skills of Reading

- Other subskills include
 1. visualizing (making mental pictures about the text)
 2. making connections (linking the text to their own experiences, other texts or real-world stories)
 3. Making inferences or “reading between the lines.
 4. making predictions and retelling
 5. Guessing meaning from context
 6. Interpreting the text
 7. summarizing.

- **Types of Grammar**

- **Theoretical Grammar or formal grammar**
- **Functional Grammar**
- **Scholarly Traditional Grammar**
- **Structural Grammar**
- **Transformational - Generative Grammar.**
- **Pedagogical Grammar**

1. **Theoretical grammar or formal grammar-** It is also known as Perspective or Formal grammar. It lays emphasis on rules and forms, rather than on functions and their applications.
2. **Functional grammar- It is also called as Descriptive Grammar.** It describes the way in which the language is actually used by the native speakers.
3. **Structural grammar –** This type of grammar was developed by an American linguist C.C. Fries. He published his book “The structure of English” in the year 1952 to explain the new system he had laid to emphasize on the structures of sentences.
4. **Transformational Generative Grammar - Given by Noam Chomsky.**

Stages of Writing

1. Controlled Writing
2. Guided Writing
3. Free Writing
4. Advanced Writing

- 1. Controlled Writing = To teach pupils the mechanics of writing accuracy and readiness for further writing activities. Controlled completely by teacher.
(handwriting, copying, dictation and spelling)**
- 2. Guided Writing = Provide graded guidance in vocabulary and structures so that pupils will not make many mistakes. Pupils can add ideas/constructions. • New words and topics provided by the teacher.**

- **Freewriting** = is the practice of writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing. Example – diary writing journals, essays, and fiction writing.
- **Advanced Writing** = Academic writing is clear, concise, focussed, structured and backed up by evidence. Its purpose is to aid the reader's understanding.

Writing Process



What is a writing convention?

Writing and language conventions are simply the rules people must follow when writing any kind of text.

What are conventions?

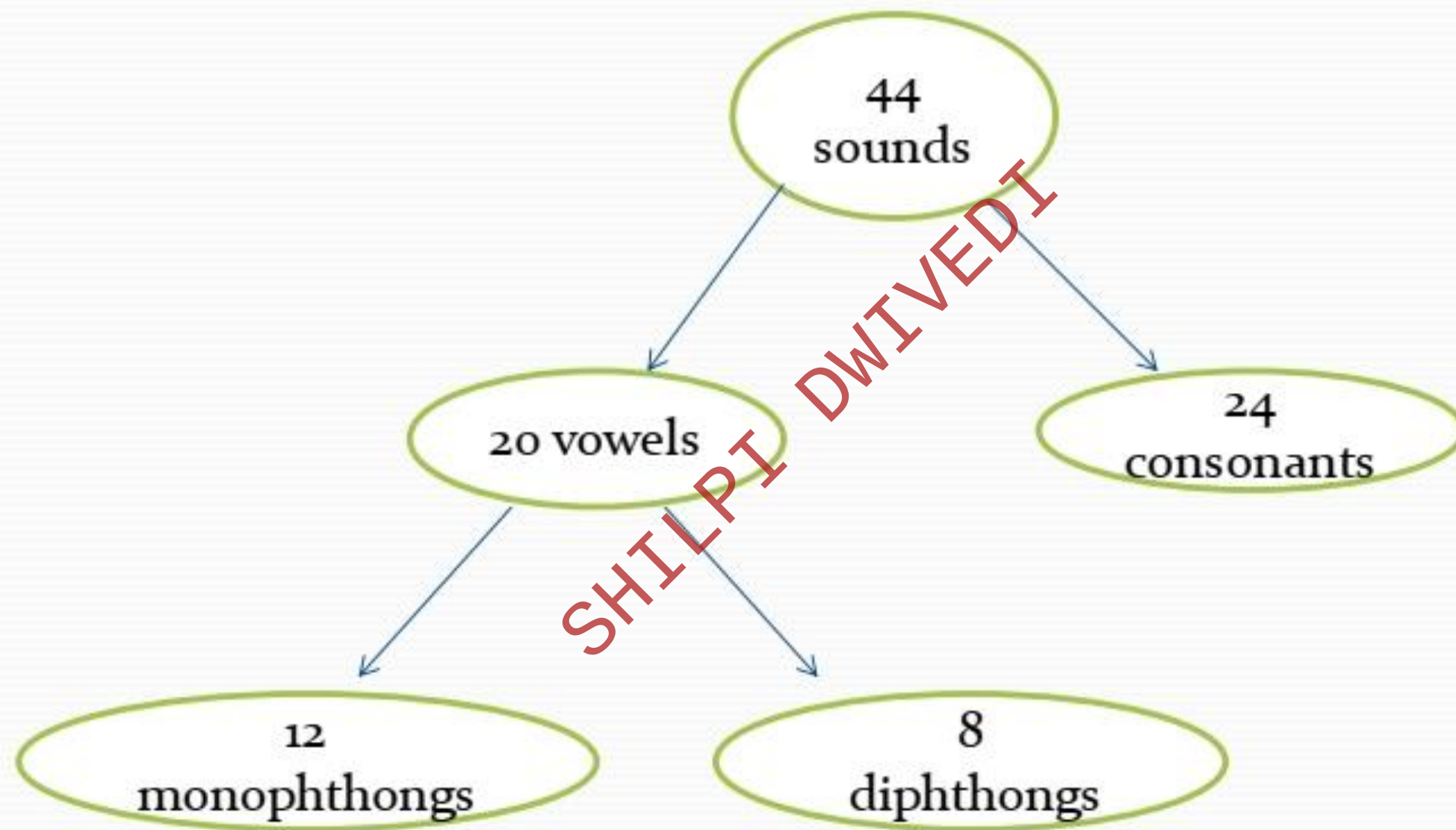
Use finger spaces between words.	Use end marks at the end of sentences.	Spell ☆ star words correctly.	Only capitalize words that should be.
	!	was	We like Hannah.
	.	by	I am going on Monday.
	?	of	His birthday is in April.
		have	We live in Wisconsin.
		and	I went to Target.
		me	Is it your turn to go with?

- **Spelling** - all words must be spelled correctly, including any homophones;
- **Punctuation** - punctuation must be used appropriately, such as a full stop at the end of a sentence, or commas separating items in a list;
- **Capitalisation** - all words that require a capital letter should have one, including proper nouns and words at the beginning of a sentence;
- **Grammar** - all grammatical rules must be followed, such as subject-verb agreements and correct use of tense.

Linguistics = refers to the scientific study of language.

Branches of linguistics

1. **Phonetics** - the study of speech sounds in their physical aspects
2. **Phonology** - the study of speech sounds in their cognitive aspects
3. **Morphology** - the study of the formation of words
4. **Syntax** - the study of the formation of sentences
5. **Semantics** - the study of meaning
6. **Pragmatics** - the study of language use
7. **Grapheme** – smallest unit of writing



The various approaches of teaching English are:

1. The structural approach
2. The situational approach
3. Natural approach
4. Linguistic communicative approach
5. Eclectic approach
6. Whole language approach

Structural approach:

- It is based on the belief that in the learning of a language mastery of structure is much more important than the enlargement of vocabulary.
- Its main objective is to increase the students command over the pattern of English and to enable them to make use of the language effectively.
- Structural approach is a scientific study of the fundamental structures of the English language their analysis and logical arrangement.

What are structures?

➤ “The Different arrangement or pattern of words is called a structure.”

Sentence –

for e.g.:

a) I ate an ice cream.

B) I’m eating an ice cream.

C) I will eat an ice cream.

Objectives. To lay the foundation of English by establishing through drill and repetition about 275 graded structures. To enable the children to attain mastery over an essential vocabulary of about 3000 root words for active use.

Principles/features of structural approach

1. Importance of speech: structural approach recognises the importance of speech in learning a language so The structures are first taught in the spoken form and later on in reading and writing.
2. Importance of habit formation : structural approach lays emphasis on habit formation these habits are formed through speech and drill work.
3. Importance of pupils activity
4. Importance of mastery of structures : structural approach lays emphasis on the mastery of structures as compared to the acquisition of vocabulary.
5. Importance of teaching one item at a time.
6. Proper selection and gradation of materials.

Situational approach

- The situation approach had been developed from the 1930 to 1960 by British linguist **Harold Palmer** and **A.S Hornsby**
- The situation approach ensures that the language taught is practical.
- The vocabulary and sentences are used in real situation or simulated situation so that the meaning of words are associated with situations.

For example:

Learners know the meaning of “pencil”, not because they have looked it up in a dictionary, but by hearing sentences like: “write with a pencil!” , “Sharpen the pencil!” etc.

Merits of situation approach

1. Meaning well as the structures are used in an appropriate situation.
2. Learning is easy and effective. English is real and interesting and
3. Learner gets good exposure to English, language 1 is discouraged.

Demerits of situation approach

1. Only limited vocabulary and structures are taught.
2. It is useful for teaching lower class learners.
3. Drilling makes the class an interesting.
4. This approach is demands highly competent teachers.

Natural approach

- Stephen Krashen and Tracy Terrell developed this approach during the late 1970s.
- The main objective of this approach is to promote language acquisition in a class in a natural way.
- It gives more importance to vocabulary, creating intrinsically motivating situations, communication, exposure to English input, reducing learner's anxiety and then on grammar learning and error correction of learners.

Linguistic communicative approach

- The communicative approach is the recent and latest approach of teaching English.
- This approach lays a great emphasis on the use of language.
- The social linguist Dell Hymes propagated this approach.
- It provides the communicating opportunities where the students may be able to communicate their ideas through dialogue, discussion, debate, literary and cultural activities of the schools.
- It lays stress on how language is used and what is functional utility of language

The eclectic approach

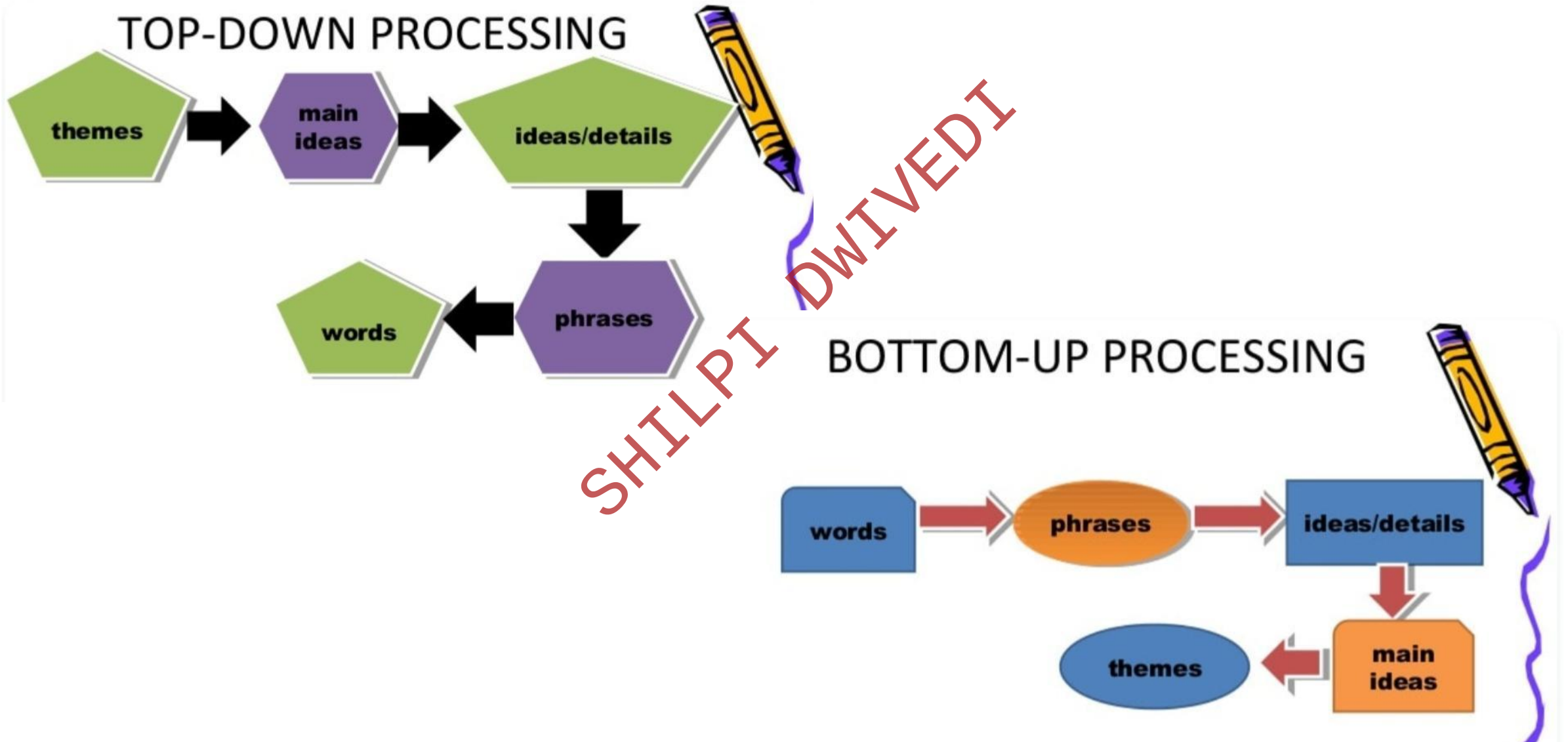
- It is an approach, not a method.
- Teacher do not follow any single method, but rather the user selection of techniques.
- It is more flexible and can easily be adapted to suit a wide variety of teaching situations.
- A teacher who follow this approach is less likely to become fixed in one single method and more likely to keep an eye open for new techniques and approaches to teach English.

Whole language approach

- Whole language is an approach to learning that sees language as a whole entity and writing, speaking, reading and listening should be integrated when learned.,
- Language is regarded holistically not in pieces.



Difference between Top Down & Bottom Up Approach



Methods of Teaching English.

- **Grammar translation method**
- **Direct method**
- **Audio lingual method**
- **Bilingual method**
- **Dr west new method**
- **Total physical response**
- **Communicative language teaching**

1. Grammar translation method

- Proposed by- PRO. Karl Plotz
 - Known as traditional method, classical method, oldest method.
 - 1. This method was emerged when people wanted to learn foreign language such as Latin and Greek.
- The practice of translating passage from one language into other

- Emphasis on reading and writing, speaking and listening is ignored.
- **Language 1** is used while teaching.
- Learners learn grammar rules deductively
- Rote learning is encouraged
- “Form” is more important than “content” or “meaning”
- Evaluation is based on translation of text.
- The textbook is the only teaching learning material.
- The unit of teaching is word.
- It does not improve the oral fluency in English.
- The learners are unable to use English in day to day communication.

Direct Method

Developed by- Maximilian Berlitz.

This method was established in France and Germany around 1900.

- Sometimes also called as the 'phonetic' method, 'Anti-grammatical' method, 'natural method', 'reform method'.
- This method was reaction against of GTM method
- Major principles are used in the direct method :
 1. All instructions are to be given only in the target language.
 2. Grammar is to be taught inductively.
 3. Speech and listening both are to be focused.
 4. Unit of teaching in direct method is sentence.

- In this method the students learn English in the same way as they learn his mother tongue
- . Teaching is done in the target language. Mother tongue/native language of the learner is neglected.
- Everyday vocabulary and sentences are given importance while teaching.
- Target language grammar is taught inductively
- Teacher and learner communicate orally in question and answer form.
- Realia, pictures for demonstration is used to teach vocabulary.
- Pronunciation and grammar are crucial.
- Listening and speaking skills are given importance.
- Learner avoids language 1 and thinks in language 2.

Bilingual Method

- **Given by- CJ Dodson.**
- **This is the most common way of teaching English.**
- **The text is read and translated to the mother tongue of the child.**
- **Two languages are used in this method.**
- **It is a midway between two old methods that is translation come grammar method and direct method.**
- **The teacher does not use mother tongue continuously but uses it for explaining the meaning of difficult words.**

Audio Lingual Method

- Language teaching begins with the spoken language.
- The target language is the only language of the classroom.
- Also known as army method , AURAL –ORAL METHOD
- developed by – Charles C. FRIES
- Steps involved in audio lingual method:
 1. Dialogue memorization.
 2. Repetition drills.
 3. Chain drill
 4. Substitution drill
 5. Question answer drill, transformation drill

Dr. West New Method

Developed by- MICHAEL Philip West

According to Dr west, teachers should teach silent reading skills first to improve reading comprehension skills so teachers lay more emphasis on the habit of silent reading.

- According to this method, English is a skill subject and that reading English is the easiest way to speaking and writing.
- This method also stresses the need to relate the written work with oral work.

Total Physical Response (TPR)

- **Developed by- James Asher.**
- **This method is based on the coordination of language and physical movement.**
- **Learners act according to commands given by teacher.**
- **The objective of this method is to develop fluency.**
- **TPR is suitable only for beginner level learners.**
- **Listening is stress upon speaking is not important in the early stages of learning.**
- **Total physical response lessons use a wide range of realia, posters etc.**

Language Immersion

- **Language immersion**, or simply **immersion**, is a technique used in [bilingual language education](#) in which two languages are used for instruction in a variety of topics, including math, science, or social studies.

- ❖ Language immersion, or simply immersion, is a method of teaching a second language in which the students' second language is the medium of classroom instruction.
- ❖ Through this method, learners study school subjects, such as math, science, social studies, and literacy in a Second Language.
- ❖ The main purpose of this method is to foster bilingualism, in other words, to develop learners' communicative competence or language proficiency in a Second Language in addition to their first or native language.

Communicative language teaching (CLT)

- Language learners in CLT learn and practice English through interaction with one another and the teacher.
- The most important goal of CLT is to enable the learners to communicate in the target language.
- 6 kind of activities are used commonly in communicative language teaching classrooms. they are:
 1. Group work
 2. Role play
 3. Interviews
 4. Information gap
 5. Interaction
 6. simulation

Principles of communicative language teaching

- A) Fluency and accuracy are essential
- B) Learner should be able to communicate
- C) Contextualization of language and meaning is important.
- D) The class is made lively and interactive with pair and group work.
- E) Learning is motivating and meaningful
- F) Linguistic and grammatical competency are focused

Home language / first language / regional language / mother tongue

The original language a person grows up speaking is known as their first language or mother tongue. (HOME LANGUAGE)

1. Primary School education must be covered through the home language.
2. Care must be taken to honour and respect the child's home languages / mother tongues.
3. At primary stage child's language must be accepted as they are with no attempt to correct them.
4. A child acquires his / her home language naturally through Street and neighbourhood and societal environment.
5. Children are born within it need language facility and they internalize an extremely complex system of language before they come to school.
6. Become armed with 2/3 languages of which we do not make use we do not exploit them.

Multilingualism- A resource (NCF 2005)

1. A creative language teacher must use multilingualism, a typical feature of the Indian linguistic landscape as a classroom strategy and a goal
2. This is also a way of ensuring that every child feels secure and accepted, and that no one is left behind on account of his / her linguistic background.
3. Language subsumes multilingualism / bilingualism.
4. Multilingualism/bilingualism confirm definite cognitive advantages
5. Bilingual or multilingual people are capable of greater cognitive flexibility and creativity and perform better academically than monolingual.

Types of Words

1. **Sight Words** (of , to , the, a , so , as , it , at)
2. **Lexical words/ content words** (Situational, meaningful words)
3. **Function words / grammatical , structure words**
4. **Collocation words** = a combination of words in a language,
 - e. g– good enough, pretty ugly,
5. **Minimal/ contrastive pair words** bean- Mean, mud-Thud, pin- pen,
6. **Active Vocabulary** = Words which are understood and constantly used by the learner in speaking and writing.
7. **Passive Vocabulary** = Those words which are recognized and understood, but never
used in speaking and writing,

HOMONYMS	HOMOPHONES	HOMOGRAPHS
Multiple meaning words	Words that sound alike	Same spelling Different pronunciation Different meanings
The spruce tree To spruce up	Addition for Math Edition for a book	Desert = abandon Desert = area of land
Suit yourself Wore a suit	I want to go I like it too One plus one is two	Bass = fish Bass = instrument
Weigh on the scale Scale the wall	Capitol building State capital	Close = nearby Close = to shut
The price is fair Let's go to the fair	Pick a flower Bake with flour	Bow = to bend down Bow = ribbon

BICS

Basic Interpersonal Communication Skills

- conversational, social, everyday language
- fluency takes 1-3 years
- often includes a 'silent period'

CALP

Cognitive Academic Language Proficiency

- school, textbook, academic language
- takes a minimum of five years to develop even an intermediate fluency; takes a whole lifetime to develop fully



Types of Questions

1. **Rhetorical questions** = a question, asked in order to make a statement, that does not expect an answer: “Why do these things always happen to me?”
 2. **Extrapolative Question** = asked to make observations about a situation and use to make a prediction.
 3. **Inferential questions** require answers that require context clues.(WHY, WHAT, HOW ?)
- **Open-ended questions** are questions that allow someone to give a free-form answer.
 - **Closed-ended questions** can be answered with “Yes” or “No,” or they have a limited set of possible answers (such as: A, B, C, or All of the Above)

Principles of Teaching English.

- Principle of motivation
- Principle of habit formation
- Principle of Imitation
- Principle of Oral Approach
- Principle of practice and drill
- Principle of natural order of learning
- Principle of situational Approach

- Principle of selection and gradation.
- Principle of of spiral approach
- Principle of multiple line approach
- Principle of Naturalness
- Principle of using mother tongue
- Principle of reinforcement



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